

### **Teacher's Notes:**

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### **Preparation:**

Pray.

Read the Bible passages.

Preview slides and song.

Optional: Bring silverware, menus, restaurant reviews, and other items related to restaurants.



## Pray, Review, and Preview

**Bible Reading:** Jesus is Betrayed - [Matthew 26:14-56](#)

**Theme:** Restaurant

**Pronunciation:** /rE/ "again" prefix and /dis/ negative prefix

**Grammar:** Giving and Taking Advice; Following Rules; Should, Must, and Have to

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### Pray

Pray for the class. You may want to thank the Lord for giving us freedom and the ability to work.

### Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Matthew 26:14-56](#) in their native languages in preparation for the lesson.

Review the main points of the previous lesson and ask if there are any questions.



### 1A. Discuss Theme Picture

Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know. Repeat and write their words or show the words on the next slide.

Answers may include: **restaurant, server, waitress, customers, apron, food, table, chair, drop, silverware, menu**, etc.

More advanced students can be encouraged to make complete sentences:

**The customers are talking. The waitress drops the silverware. The customers sit at the chairs.**

At the restaurant today, Mary and I chose the most popular item on the **menu**, cheeseburgers. The waitress repeated our order and returned quickly with our food. In her haste she **dropped** the **silverware**.



"Oops, I'm sorry," the server apologized. She went off to **bring** a **second** set while I **passed** the food to Mary.

The **manager** came by and asked how our meal was.

"The waitress was distracted and dropped our silverware, but she was **polite**. The food is delicious, so we are not disappointed," I said. After eating, I wrote a good score on the **review** card and I left a good **tip** for the waitress, too.

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### 1B. Read about the Theme Picture

Please read the description of the theme picture to the students and point to the pictured vocabulary. If students ask about words, give simple definitions.

Practice of vocabulary begins with the following slide.

**Match the beginning and end of each sentence.**

1. A <b>menu</b> tells you 	A. scheduled a meeting. 
2. The <b>manager</b>	B. what is available to eat.
3. We leave a <b>tip</b> 	C. sixty <b>seconds</b> . 
4. One minute has	D. when we get good service.

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## 2A. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "A menu tells you, A menu tells you," Have your students then repeat the phrase after you a few times.

**2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, "A menu tells you what is available to eat."





**3. Check students' comprehension further by asking direct questions.** For example, "Can you hold your breath for sixty seconds?"

### Answers

1. B
2. A

- 3. D
- 4. C

**Match the beginning and end of each sentence.**

5. I wrote a 5-star <b>review</b>	E. when we eat. 
6. We use <b>silverware</b>	F. meat to me.
7. The server <b>brings</b> him	G. of the fine restaurant. 
8. Please <b>pass</b> the 	H. his coffee. 

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## 2B. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "The server brings him, The server brings him." Have your students then repeat the phrase after you a few times.

**2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, "The server brings him his coffee."





**3. Check students' comprehension further by asking direct questions.** For example, "Do you eat with silverware?"

### Answers

- 5. G
- 6. E
- 7. H

8. F

**Match the beginning and end of each sentence.**

9. He <b>dropped</b>	I. out of the apple. 
10. She takes a big <b>bite</b>	J. to the guests.
11. Please be <b>polite</b> 	K. very <b>impolite</b> to me.
12. You are being <b>rude</b> 	L. his cell phone. 

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## 2C. Vocabulary

**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "He dropped, he dropped." Have your students then repeat the phrase after you a few times.

**2. Ask students to match the beginning and end of each sentence and say the complete sentence.** For example, "He dropped his cell phone."

**3. Check students' comprehension further by asking direct questions.** For example, "Are you polite to others?"

### Answers

- 9. L
- 10. I
- 11. J
- 12. K


Should, Must, & Have to - for Advice and Rules		
Use	Verb	Sentence
Advice	Should	<b>Should</b> I leave a tip for the waiter? Yes, you <b>should</b> leave a 20% tip.
	Should not	He <b>should not</b> write a bad review today.
Formal Rule	Must	<b>Must</b> he call the manager if he is late? Yes, he <b>must</b> call before 8:00.
	Must not	She <b>must not</b> be impolite to customers.
Informal Rule	Have to	<b>Do</b> we <b>have to</b> wash the silverware now? No, you <b>don't have to</b> wash it now.
	Don't have to	<b>Does</b> she <b>have to</b> rewrite the menus? No, she <b>doesn't have to</b> rewrite them.

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## 2D. Grammar – Should, Have To, Must

The auxiliary verb **Should** is used to ask for and give advice. The auxiliary verb **Must** is used for rules and obligations. **Have to** is used more commonly for rules and obligations and is less formal than must.

**Should and Must are modal verbs.** Modal verbs do not add -s after **he/she/it** in the present tense, and the main verb does not change after the modal verb. We do not need to put do/does/don't/doesn't in front of a modal verb.  
For example: He should go. **NOT:** He **shoulds** go.  
She must arrive on time. **NOT:** She **musts** arrive on time.



**Should is a modal verb used for advice.**

Question ?	Answer
1. What <b>should</b> I do if my neighbor's dog bites me?	You <b>should</b> talk to your neighbor.
2.	He <b>should</b> not run in the library.
3. <b>Should</b> I wait ten seconds before I say something impolite?	
4.	She <b>should</b> go to a doctor.
5. <b>Shouldn't</b> he finish his homework by tonight?	

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## 2E. Grammar – Obligation Verbs


The auxiliary verb **Should** is used to ask for and give advice. The auxiliary verb **Must** is used for rules and obligations. **Have to** is used more commonly for rules and obligations and is less formal than must.

Modal verbs do not add -s after **he/she/it**, and the verb tenses do not change after the must/mustn't. We do not need to put do/does/don't/doesn't in front of a modal verb.

Model, Repeat, and Solo number one. Ask students to complete the sentences for numbers 2-5.

Answers may vary but should contain the correct form of Should:

2. Should he run in the library?
3. You should wait ten seconds before you say something impolite.
4. Should she go to a doctor?
5. He should finish his homework by tonight.

 **Must is a modal verb used for formal rules.**

Question ?	Answer
1. <b>Must</b> he wear a helmet when he rides a motorcycle?	He <b>must</b> wear a helmet when he rides a motorcycle.
2.	They must wear seatbelts because it's the law.
3. Must you eat so fast?	
4.	She mustn't drive so fast.
5. Must he go to the hospital?	

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## 2F. Grammar – Obligation Verbs


The auxiliary verb **Should** is used to ask for and give advice. The auxiliary verb **Must** is used for rules and obligations. **Have to** is used more commonly for rules and obligations and is less formal than must.

Modal verbs do not add -s after **he/she/it**, and the verb tenses do not change after the must/mustn't. We do not need to put do/does/don't/doesn't in front of a modal verb.

Model, Repeat, and Solo number one. Ask students to complete the sentences for numbers 2-5.

Answers may vary but should contain the correct form of Must:

2. Why must they wear seatbelts?
3. I must not eat so fast.
4. Must she drive so fast?
5. He must go to the hospital.



Have to - for Informal Rules	
Question ?	Answer
1. <b>Does</b> a restaurant manager <b>have to</b> be friendly?	Yes, he <b>has to</b> be friendly.
2.	Yes, you <b>have to</b> practice every day.
3. <b>Do</b> you <b>have to</b> eat with silverware?	
4.	No, we <b>don't have to</b> go.
5. <b>Does</b> a customer <b>have to</b> order from the menu?	

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## 2E. Grammar – Obligation Verbs

**Have to** is used more commonly for rules and obligations and is less formal than must. We use do/does/don't/doesn't

Model, Repeat, and Solo number one. Ask students to complete the sentences for numbers 2-5.

Answers may vary but should include the correct form of Have To:

2. Do I have to practice every day?
3. Yes, I have to eat with silverware.
4. Do we have to go to the basketball game?
5. Yes, she has to order from the menu.

### Listen and repeat.



A: I am excited to bring you to this restaurant!

B: Can you tell me what I should order from the menu?

A: Sure! You should try **the soup and salad special**. And we have to order the **refried beans**.

B: I read some reviews of this place. **They said the food is fresh, the staff is polite, and the silverware is clean.**

A: Yes, it's a great place because **you don't have to spend a lot of money** and **the food is delicious!**

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### 3. Conversation

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. **Students are to watch and listen.**
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).

**The prefix re- means again, and dis- means not.**

1. /rE/ "again"	2. /dis/ negative	3. Challenge
repeat	dislike	
redo	disappear	
renew	dishonest	
review	disorder	
recite	discomfort	

4. Should I repeat what you said? 

5. I dislike cold winter days.

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#### 4A. Pronunciation - Sound and Spelling

**Note:** The prefix "dis-" functions as the opposite of the original word. That is the purpose of adding "dis-".

**1. Model: Say the sound several times while pointing to it.**


(For example, point to the /rE/ and say /rE/ /rE/ /rE/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/rE/ Repeat, Redo, Renew, Review, Recite). Students just watch and listen.

**2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison.** Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences.

**3. Solo: Call on individuals to say a sound and its word group.** Give lots of praise. Then ask students to read the sentences.

**4. Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words

from Parts 1 and 2 of the lesson, and from previous lessons to make a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 **Listen and repeat.**

A. _ —	B. — _ _	C. — _
polite	restaurant	menu
dislike	generous	second
to drop	customers	order
to bring	manager	waiter
review	silverware	finish

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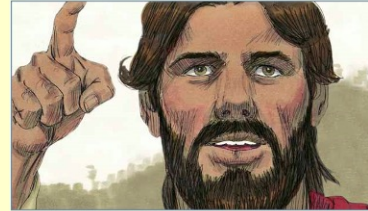
#### 4B. Hum and clap the stress.

Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder.** Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

**Read Matthew 26:14-56 in your own language. Then read the story of how Jesus was betrayed.**



Every year, the Jews celebrated the Passover. This was a celebration of how God had saved their ancestors from slavery in Egypt many centuries earlier. About three years after Jesus first began preaching and teaching publicly, Jesus told his disciples that he wanted to celebrate this Passover with them in Jerusalem, and that he would be killed there.

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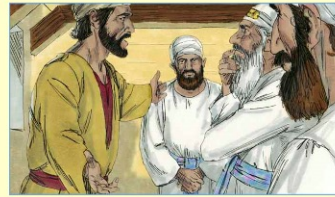
### **5A. Bible Reading**

Be sure students read this story in their first language before reading it in English. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear and watch videos of the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage students to act out the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.
- F. Optional - You may hide the words and ask students to tell the

story again in their own words, using the pictures to help them.

One of Jesus' disciples was a man named Judas. Judas was in charge of the apostles' money bag, but he often stole money out of the bag.



After Jesus and the disciples arrived in Jerusalem, Judas went to the Jewish leaders. He offered to betray Jesus in exchange for money. He knew that the Jewish leaders did not accept that Jesus was the Messiah. They wanted to kill him. The Jewish leaders, led by the high priest, paid Judas 30 silver coins to betray Jesus by handing him over to them. This happened just as the prophets said it would. Judas agreed, took the money, and went away. He began looking for a chance to help them arrest Jesus.

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### 5B. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

In Jerusalem, Jesus celebrated the Passover with his disciples. During the Passover meal, Jesus took some bread and broke it. He said, "Take and eat this. This is my body, which I will give for you. Do this to remember me."



In this way, Jesus said that he would die for them, that he would sacrifice his body for them.

Then Jesus picked up a cup of wine and said, "Drink this. It is my blood of the New Covenant that I will pour out so that God will forgive your sins. Do what I am doing now, to remember me every time you drink it."

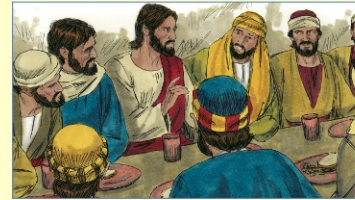
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### **5C. Bible Reading**

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

Then Jesus said to the disciples, "Believe me when I say that one of you will turn against me." The disciples were shocked to hear this. Each one said, "Lord, surely I am not the one!"



Jesus said, "One who has dipped his bread in the same bowl with me will be the one to betray me. The Son of Man will leave this world, just as the Scriptures say."

Then Judas said to Jesus, "Teacher, I am not the one you are talking about, am I?"

Jesus answered, "Yes, it is you."

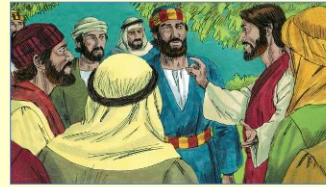
Judas left and went to help the Jewish leaders arrest Jesus. It was night time.

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#### **5D. Bible Reading**

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

After the meal, Jesus and his disciples walked to the Mount of Olives. Jesus said, "You will all abandon me tonight. It is written, 'I will strike the shepherd and all the sheep will be scattered.' But after I am killed, I will rise from death."



Peter replied, "Even if all the others abandon you, I will not!" Then Jesus said to Peter, "Satan wants to test each of you, but I have prayed for you, Peter, that your faith will not fail completely! And when you come back to me, help your brothers to be stronger." But Peter said to Jesus, "Lord, I am ready to go to go to jail with you. I will even die with you!"

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### 5E. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

But Jesus said, "Peter, the truth is, tonight you will say you do not know me. You will deny me three times before the rooster crows." Then Jesus went with his disciples to a place called Gethsemane.



Jesus told his disciples to pray that they would not enter into temptation. Then Jesus went to pray by himself. He prayed three times, "My Father, if it is possible, please let me not have to drink this cup of suffering. But if there is no other way for people's sins to be forgiven, then let your will be done." Jesus was very troubled and his sweat was like drops of blood. God sent an angel to strengthen him.

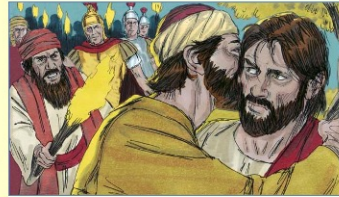
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### **5F. Bible Reading**

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

After each time of prayer, Jesus came back to his disciples, but they were asleep. When he returned the third time, Jesus said, "The time has come for the Son of Man to be handed over to the control of sinful men. Wake up! We must go. Here comes the one who will hand me over."



Judas came with the Jewish leaders, soldiers, and a large crowd. They were carrying swords and clubs. Judas came to Jesus and said, "Greetings, Teacher," and kissed him. He did this to show the Jewish leaders the man to arrest.

Then Jesus said, "Judas, are you betraying me with a kiss?"

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### 5G. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

Then the men came and grabbed Jesus and arrested him. As the soldiers grabbed Jesus, Peter pulled out his sword and cut off the ear of a servant of the high priest. But Jesus said, "Put the sword away! I could ask my Father for an army of angels to defend me, but I must obey my Father." Jesus healed the man's ear. Then Jesus said to the crowd, "I sat in the Temple area teaching every day. Why didn't you arrest me there? But all these things have happened to show the full meaning of what the prophets wrote." Then all the disciples left him and ran away.



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#### **5H. Bible Reading**

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Encourage students to read aloud paragraphs from the story. Encourage them to act out the story.

### **Answer the questions.**

1. What is the Passover?
2. Who was in charge of the apostles' money bag?
3. Why did Jesus give bread and wine to them?
4. Why did Judas betray Jesus?
5. How has someone betrayed you? How have you betrayed someone?
6. Do you believe Jesus has broken any promises to you?  
Why or why not?



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### **5I. Bible Reading Questions**

Ask the questions and discuss as a group. For questions 1-4 you may go back to the story to help students find the answer.

#### **Answers:**

1. A celebration of how God saved the ancestors from the Israelites from slavery in Egypt many centuries earlier.
2. Judas was in charge of the money bag.
3. As symbols to help them remember his body and blood that he sacrificed for our sins
4. He wanted money.
5. and 6. Answers will vary.

**Listen and answer the questions.**

1. What did the directors of the school do?
2. What is the principal's name?
3. What was the misbehavior of the students in how they treated the teachers?
4. How did the principal react to this?
5. How did the students leave the science labs?
6. What is the plan to correct the problem?

**6A. Activities – Listening with sound/spelling words /rE/ and /dis/**

Read the following script at least twice as students listen and write their answers to the questions. Students may NOT look at the script.

Hello everyone! I am your school principal, Mr. Rework. I will be your principal again next year because the directors of the school reviewed my work and decided to renew my contract. I am excited to work with all of you to make this school a better place.

First of all, I want to explain some changes that need to be made. This past year, various incidents happened in this school that created problems. One of the common misbehaviors was students being dishonest to the teachers. I dislike the disrespect that this behavior shows. This school expects students to tell the truth. Students who break the honesty rule will stay after school. Another problem that must be addressed is proper treatment of the science labs. The science labs are school property and are not to be left in disorder when class is finished. Also, some of the equipment disappeared. We plan to revise the rules for using the labs to correct the problem. From now on, you must sign your name and put the time that you entered and left the lab and stop all lab activities five minutes early to allow

for clean-up. Let's keep this school a healthy and safe place for learning and growing as a community. Thank you.

**Answers:**

1. They **reviewed** the principal's work and **renewed** his contract. 2. The principal's name is Mr. **Rework**. 3. The students were **dishonest**. 4. He strongly **disliked** their behavior. 5. The science labs were left in **disorder**. 6. They plan to **revise** the rules for using the lab and make students write down their names when they enter.

### Role Play – Job Interview - Boss

Questions	Answers
1. Tell me about yourself.	
2. Which position are you applying for?	
3. Why do you want to work here?	
4. What is your educational level?	
5. What should you do if you drop food on the floor?	
6. Can you set up plates and silverware in 45 seconds?	
7. How do you treat impolite customers?	
8. Do you have any questions?	

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#### 6B. Activities – Pair work

Partner A will play the part of a boss interviewing a job applicant. Partner A will ask questions from this slide and write Partner B's answers.

Check answers for correct grammar and punctuation.

<b>Role Play – Job Interview - Applicant</b>	
Questions	Answers
1. What job openings are available?	
2. How many hours could I work?	
3. Should I wear a uniform or something else?	
4. What time must I arrive at work?	
5. How late must I work on weekends?	
6. When should I call the manager if I have a problem?	
7. How much is the pay?	

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### 6C. Activities – Pair work

Partner B will play the part of an applicant interviewing for a job. Partner B will ask questions from this slide and write Partner A's answers.

Check answers for correct grammar and punctuation.



## Song: Beautiful Savior

1. Beautiful Savior, King of Creation, Son of God and Son of Man!  
Truly I love you, truly I serve you, Light of my soul, my joy, my crown.

2. Meadows are lovely, forests are lovely, dressed in the flowers  
that bloom in spring;  
Jesus is better, Jesus is purer, Jesus can make our sad hearts  
sing.

3. Sunlight shines so bright, moonlight gleams at night, stars up  
above sparkle and they shine;  
Jesus shines brighter, Jesus shines purer than all the angels in  
the sky.

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### 7. Songs







Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

**1. Model:** Read the song lyrics out loud to the class. Note the names of Jesus: *Beautiful Savior, King of Creation, Son of God, Son of Man*. Ask if there are any questions. Write words that students ask about on the board and give simple definitions. Then sing it two or three times, as the students just listen.

**2. Repeat:** Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

**3. Solo:** The student sings solo (or if shy, can just read the words aloud).

**1A. Homework: Write about the pictures using 'have to', 'should', and 'must' with questions ? or answers A.**

1. ? 	<b>Should</b> we look at the <b>menu</b> before we order our food?	4. A 	
2. A 		5. ? 	
3. ? 		6. A 	

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**Homework 1A. - Write sentences using the pictured vocabulary words.**

**Model.** Go over each of the homework assignments to be sure the student understands what to do.

**Repeat.** Encourage students to practice speaking and reading the completed homework assignments with a friend. They may use a bilingual dictionary.







**Solo.** Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

Number one is an example.

**Answers** may vary, but will start with a capital letter, have the correct verb form and punctuation mark, and use the following words:

2. manager 3. tip 4. second 5. review 6. silverware

**1B. Write about the pictures using 'have to', 'should', and 'must' with questions ? or answers A.**

7. A. 		10. ? 	
8. ? 		11. A. 	
9. A. 		12. ? 	


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**Homework 1B. - Write sentences using the pictured vocabulary words.**

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

- 7. to bring
- 8. to pass
- 9. to drop
- 10. to bite
- 11. polite
- 12. impolite

 **Fill in the blanks with the correct verb forms.**

interview	drop	bite	bring	pass
serve	order	finish	quit	ask

A. Did the boss have to \_\_\_\_\_ you for the new job yet?  
 B. My friend must \_\_\_\_\_ the papaya salad from the menu.  
 C. My co-worker always \_\_\_\_\_ plates on the floor.  
 D. Shouldn't you \_\_\_\_\_ your homework before class?  
 E. I think I have to \_\_\_\_\_ my job because it is too hard.  
 F. Please \_\_\_\_\_ me the salt. The potatoes are very bland.  
 G. Must she \_\_\_\_\_ the food so quickly? She might spill it.

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### Homework 2. – Grammar and Vocabulary Review

Learners must use the correct form of the verbs with or without S endings to complete the sentences.

Answers may vary but should use the correct verb form.

- A. Did the boss have to **interview** you for the new job yet?  
 B. My friend must **order** the papaya salad from the menu.  
 C. My co-worker always **drops** plates on the floor.  
 D. Shouldn't you **finish** your homework before class?  
 E. I think I have to **quit** my job because it is too hard.  
 F. Please **pass/bring** me the salt. The potatoes are very bland.  
 G. Must she **serve/bring/pass** the food so quickly? She might spill it.

**3. Write questions and ask a partner.**

Questions	Answers
1. Do I have to wear nice clothes at that restaurant?	Yes, you should dress up. It is a fancy place.
2. Should I bring _____	
3. _____ pass _____	
4. _____ server _____	
5. _____ have to _____	
6. _____ reviews _____	
7. _____ menu _____	


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**Homework 3. – Conversations - Pair work**

First, students complete writing the questions with their own words. Then ask students to interview a partner, and write their partner’s answers. Then they will switch roles and answer their partner’s questions. Check answers for correct grammar and punctuation.

Number 1 is an example.

- Questions and answers will vary**, but may include:
2. Should I bring that trash can to you?
  3. Shouldn’t you pass the homework to the teacher?
  4. Have you seen that server who does a very good job?
  5. Do you have to give a tip to the waiter?
  6. Should you be careful about what kind of reviews you are writing?
  7. Has anyone got a menu for me?

 **Write and say sentences using the words in the box.**

repeat	dislike	review	redo
disappear	dishonest	recite	

A.	Can you <b>repeat</b> that please? I am confused.
B.	
C.	
D.	
E.	
F.	
G.	

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**Homework 4. – Write and say sentences with the new sounds.**

This homework practices writing, spelling, and pronouncing the /rE/ and /dis/ sounds.

**Answers will vary but should include the following words and be used and pronounced correctly.**

- B. Do you **dis**like the food?
- C. May I see that book **re**view?
- D. Do I need to **re**do my homework?
- E. Can soap make this spot **dis**appear?
- F. Are you being **dis**honest with me?
- G. Could you **re**cite this verse for me?

**5A. Discuss the Bible story with your partner.**

1. What was your favorite part of the Bible story?
2. Which person did you relate to in the story and why?
3. What was confusing about the story?
4. What did you learn from the story?
5. How do you think it applies to your life?
6. What are two questions you have about the story?
  - A.
  - B.

**Homework 5A. – Bible Reading Review**

Ask the students to tell the Bible story to a partner and then interview the partner, and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

**Answers will vary.**

**5B. Summarize the Bible lesson using your own words.**  
Jesus' disciples ate a Passover meal with him.

But Jesus \_\_\_\_\_

So Judas \_\_\_\_\_

But Peter \_\_\_\_\_

Then Jesus \_\_\_\_\_

Then \_\_\_\_\_

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**Homework 5. – Bible Reading Review**

Students may look back at the story to write their answers.

**Answers will vary but may include:**

Jesus' disciples were having a Passover meal with him. But Jesus told them one of his disciples would betray him. So Judas left and helped the Jewish leaders to arrest him. But Peter told Jesus he would not abandon him. Then Jesus prayed to his father for mercy on him. Then the soldiers found Jesus and arrested him. Then all the disciples ran away.

### 6A. Homework – Choose one Verse to Memorize.

**A** I want you to know, I will not drink this wine again until that day when we are together in my Father's kingdom and the wine is new. Then I will drink it again with you. [Matthew 26:29 ERV](#)

**B** Don't worry—I am with you. Don't be afraid—I am your God. I will make you strong and help you. I will support you with my right hand that brings victory. [Isaiah 41:10 ERV](#)

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### Homework 6A. – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

**1. Model.** Recite a verse from memory.

**2. Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.

**3. Solo.** Students will recite the verse from memory at the next class.

**B. Homework – Choose one verse to memorize and read the next verses.**

**C** So they grow strong, like a tree planted by a stream—a tree that produces fruit when it should and has leaves that never fall. Everything they do is successful. [Psalm 1:3 ERV](#)

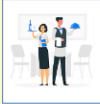
Read the next lesson's Bible verses: [Matthew 26:57-27:26](#); [Matthew 27:27-61](#)

**Homework 6B. – Memorize a verse and read the next lesson's verses.**

Learners get to choose A, B, or C to memorize.

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use Bible.IS or other Bible translation resources.

**7A. Read and answer the questions**




Welcome to the Pac's Kitchen restaurant! We are so happy that you are working with us today. There are some things we want to teach you before you start. First, you must wear a uniform at all times during your shift. Our restaurant dress code is a white dress shirt and black pants. Since you will be a waiter, you must memorize all the menu items, so that you know how to take orders from customers. You should ask for advice from your manager whenever you need help or are not sure about anything in the kitchen. We cannot tolerate people who assume things without consulting us first.

Some of the basic things you should know without asking us are: Wash your hands before you work, do not yell during your shift. One last thing: you must follow the rules at all times, unless there is an emergency.

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**Homework 7A. – Everyday Reading and Writing**

The learners will read restaurant training procedures and answer the questions on the next slide.

 **B. Answer the questions**

- A. What is the restaurant's name?
- B. What does the worker have to wear during shifts?
- C. What is the restaurant's dress code?
- D. What should the worker do when unsure about something?
- E. What are the basic things to do?
- F. What rules do you find difficult to follow at work or school? Why?

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**Homework 7B. – Everyday Reading and Writing**

The learners will read the restaurant training procedures and answer the questions.

**Answers:**

- A. The name of the restaurant is Pac's Kitchen.
- B. The workers must wear a uniform.
- C. The dress code is a white dress shirt and black pants.
- D. When you are unsure about something, you should ask for advice.
- E. The basic things to do are: wash your hands, do not yell.
- F. Answers may vary.

**8. Writing**

Write a letter asking a friend advice about what you should do and where you should go when you visit a city.

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**Homework 8. – Writing**

**Model.** Write something giving examples of asking advice. For example: Dear Sue, I will visit Chicago next month for 3 days. Should I visit the aquarium or the zoo? Do I have to bring a coat, or is the weather warm? Do you think I should see the Bean sculpture and the fountains? Where should I eat? Do we have to take expensive taxis or should we ride the bus? I appreciate your advice!

Answers will vary.

 **9. Homework – Now I Can....**


- I can talk about restaurants and serving food and have a polite conversation.
- I can use the new words, including \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- I can use the obligation verbs **have to**, **should** and **must**.
- I can understand how Jesus was betrayed.

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**Homework 9. – I can statements**

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!

 **Reflections and Closing Prayer**

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### Reflections and Closing Prayer

You may want to thank the Lord for what we have learned, ask for special prayer requests, then pray for your students and bless them. Students may write reflections and their prayers here.

## **Help us share the Light of the World!**

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)



## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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(continued on the next slide)

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Bible story and pictures on slides 15-22 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>

Bible Verses on slides 35-36 Taken from the HOLY BIBLE: EASY-TO-READ VERSION ©2014 by Bible League International. Used by permission.